

Автономная некоммерческая организация высшего образования

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**УЧЕБНО-МЕТОДИЧЕСКИЕ РЕКОМЕНДАЦИИ
для самостоятельной внеаудиторной работы
студентов**

**«ПРАКТИКУМ ПО РАЗВИТИЮ КУЛЬТУРЫ ПИСЬМЕННОЙ РЕЧИ
ПЕРВОГО ИНОСТРАННОГО ЯЗЫКА»**

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внеаудиторной работы:

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1. Введение

Цель дисциплины «Практикум по развитию культуры письменной речи первого иностранного языка»: сформировать умение создавать речевые произведения или тексты, предназначенные для прочтения с учетом побудительно-мотивационной, аналитико-синтаксической и исполнительской структуры. Так, при создании письменного речевого произведения, в побудительно-мотивационной части появляется мотив, выступающий в виде потребности вступить в общение передать информацию. В аналитико-синтетической части реализуется само высказывание, для этого необходимо иметь представления о грамматическом строе английского языка, правилах построения предложений и объединения их в рамках более сложных синтаксических конструкций с учетом содержательной специфики соответствующего направления и профиля подготовки. Исполнительная часть представлена фиксацией продукта с помощью графических знаков.

Для самостоятельной работы студентам предлагаются вопросы по темам, основной материал которых рассмотрен на аудиторных занятиях, индивидуальные задания призваны расширить кругозор студентов, углубить их знания, развить умения исследовательской деятельности, проявить элементы творчества. Современный поток информации требует от студентов новых видов умений и навыков работы с ней, которые необходимо сформировать к началу профессиональной деятельности.

При выполнении самостоятельной работы студенты должны стать самостоятельными исследователями в овладении знаниями для своей будущей специальности. Выполнение заданий внеаудиторной самостоятельной работы позволит студентам развить и закрепить необходимые для этого качества.

Цель самостоятельной работы – содействие оптимальному усвоению студентами учебного материала, развитие их познавательной активности, готовности и потребности в самообразовании.

Задачи самостоятельной работы:

- углубление и систематизация знаний;
- постановка и решение познавательных задач;
- развитие аналитико-синтетических способностей умственной деятельности, умений работы с различной по объёму и виду информацией, учебной и научной литературой;
- практическое применение знаний, умений;
- развитие навыков организации самостоятельного учебного труда и контроля над его эффективностью.

Для того чтобы данные цели и задачи не были для студентов абстрактными, необходимо донести до их сознания, что, выполняя каждое задание и самостоятельную работу в целом, необходимо ответить на следующие вопросы: ради чего? (мотив), что должны приобрести? (цель), с помощью чего? (средства), что приобрели? (результат).

В связи с этим студентам надлежит помнить правила по планированию и реализации самостоятельной учебной деятельности:

1. Прежде чем выполнить любое дело, чётко сформулируйте цель предстоящей деятельности.
2. Подумайте и до конца осознайте, почему вы будете это делать, для чего это нужно.
3. Оцените и проанализируйте возможные пути достижения цели. Постарайтесь учесть все варианты.
4. Выберите наилучший вариант, взвесив все условия.
5. Наметьте промежуточные этапы предстоящей работы, определите время выполнения каждого этапа.

6. Во время реализации плана постоянно контролируйте себя и свою деятельность. Корректируйте работу с учётом получаемых результатов, т. е. осуществляйте и используйте обратную связь.

7. По окончании работы проанализируйте её результаты, оцените степень их совпадения с поставленной целью. Учтите сделанные ошибки, чтобы их избежать в будущем.

При выполнении заданий самостоятельной работы студентам предстоит:

- самостоятельная формулировка темы задания (при необходимости);
- сбор и изучение информации;
- анализ, систематизация и трансформация информации;
- отображение информации в необходимой форме;
- консультация у преподавателя;
- коррекция поиска информации и плана действий (при необходимости);
- оформление работы;
- поиск способа подачи выполненного задания;
- представление работы на оценку преподавателя.

По итогам самостоятельной работы студенты должны:

- развить такие универсальные умения, как умение учиться самостоятельно, принимать решения, проектировать свою деятельность и осуществлять задуманное, проводить исследование, осуществлять и организовывать коммуникацию;
- научиться проводить рефлексию: формулировать полученные результаты, переопределять цели дальнейшей работы, корректировать свой образовательный маршрут;
- познать радость самостоятельных побед, открытий, творческого поиска. На протяжении всей самостоятельной работы студентов должен сопровождать преподаватель, выступающий в роли консультанта, координатора действий студентов.

2. Рекомендации по работе с УМР

Прежде чем приступить к выполнению заданий, прочтите рекомендации, данные во Введении. Ознакомьтесь с перечнем рекомендуемой литературы стр.31. Прочтите конспект лекции по данной теме. Откройте рабочую тетрадь по дисциплине. Запишите в нее название темы и цели, которых Вы должны достигнуть в процессе работы по предложенной теме.

Время, предусмотренное на выполнение заданий, предложенных в данном пособии, указано рядом с заданиями. Если у Вас возникнут затруднения в процессе работы, обратитесь к преподавателю.

Объем дисциплины и виды учебной работы

Семестры	Академических часов							ЗЕТ
	Всего	Контакт				СР	Контроль	
		Всего	Лек	Пр	КрАт			
3 Семестр	72			38		34		2
4 Семестр	36			36				1
5 Семестр	72			38		34		2
6 Семестр	72			38	0.25	33.75	ЗаО	2
Итого	252			150.25		100.75		7

Очно-заочное отделение

Семестры	Академических часов							ЗЕТ
	Всего	Контакт				СР	Контроль	
		Всего	Лек	Пр	КрАт			
5 Семестр	72	38.3		38	0.25	34	За	2
6 Семестр	36	16		16		20		1
7 Семестр	72	14		14		58		2
8 Семестр	72	16.3		16	0.25	56	ЗаО	2
Итого	252			84.5		167.5		7

3. Рекомендации по распределению времени в процессе работы над заданиями

Самостоятельная работа студентов, предусмотренная по данной дисциплине, изложена ниже. Так, студенты могут ознакомиться, какие задания им необходимо выполнить к указанному сроку, сколько часов предполагается на выполнение предложенных заданий, каким образом контролируются результаты самостоятельной работы.

Очное отделение

3 семестр

№ Темы	Тематика занятия		Срок сдачи (№уч. нед.)	Самостоятельная работа (часы)	Вид самостоятельной работы		
Тема 1. Грамматические аспекты письменного сообщения.	1	Parts of Speech in English	В течение 1-9 недели	10	Письменные задания		
	2	The Functions of parts of speech					
	3	The English Sentence					
	4	The English Subject		7			
	5	The English Predicate					
	6	The English Predicate					
	7	The English Object					
	8	The English Attribute					
	9	The Adverbial Modifier					
Тема 2. Грамматико-лексические особенности построения высказывания на английском языке.	10	The Structure of Simple Sentence	В течение 10 - 19 недели	10	Письменные задания		
	11	The Structure of Complex Sentence					
	12	The Phrases in English					
	13	The Types of phrases and their functions					
	14	The Subordinate Clauses		7			
	15	The Types of Subordinate clauses					
	16	Conjunctions in the English Sentence					
	17	Formal English. Informal English					
	18	The correct use of English in different situations					
	19	The correct use of English in different situations					

4 семестр

№ Темы	Тематика занятия	Срок сдачи (№уч. нед.)	Самостоятельная работа (часы)
Тема 3. Структура предложения.	1	The sentence structure	
	2	The types of linking: coordination and subordination	
	3	Coordination	
	4	Subordination	
	5	The use of adverbial modifiers	
	6	The parallel constructions	
	7	Coherence and cohesion	
	8	Coherence and cohesion	
Тема 4. Графика, орфография, пунктуация	9	Graphics and orphography	
	10	Orphographic rules	
	11	Orphographic rules	
	12	Orphographic rules	
	13	Punctuation	
	14	Punctuation	
	15	Punctuation	
	16	Quotations in direct and reported speech	
	17	Practice	
	18	Practice	
	19	Final test	

5 семестр

№	Темы	Тематика занятия	Срок сдачи (№уч. нед.)	Самостоятельная работа (часы)	Вид самостоятельной работы
Тема 5. Лексико-стилистические проблемы при обучении письменной речи	1	The styles of narration			
	2	The styles of narration. Practice	К концу 9 недели	10	Письменные задания
	3	The rules of choice stylistically relevant words			
	4	Stylistically relevant words in writing			
	5	Syntactic constructions. Practice			
	6	The choice of syntactic constructions			
	7	The English idioms			
	8	The use of idioms in writing			
	9	The scientific style			
	10	The linguistic features of scientific writing			
Тема 6. Некоторые методы и приемы организации письменной речи	11	The text composition			
	12	The text composition	К концу 19 недели	14	Рефераты
	13	The paragraph			
	14	The types of paragraph			
	15	Practice of making different paragraphs			
	16	Formal means of linking			

	17	Formal means of linking			
	18	Writing of different paragraphs			
	19	Writing of different paragraphs			

6 семестр

№	Темы	Тематика занятия	Срок сдачи (№уч. нед.)	Самостоятельная работа (часы)	Вид самостоятельной работы
Тема 7. Образцы и практика письменной речи	1	The stages of making the text	К концу 9 недели	23	Письменные задания эссе
	2	The text idea and making the plan			
	3	The heading			
	4	The introduction and its functions; making the introduction			
	5	Attributes, arguments, descriptions as means of narration			
	6	The description of things			
	7	The description of people			
	8	The main part of the text			
	9	The conclusion of the text			
Тема 8. Деловая корреспонденция	10	The types of writing	К концу 19 недели	10	Письменные задания Эссе Составление деловых писем
	11	Dictations. Rendering			
	12	Composition. Essay			
	13	Types of essays			
	14	Business correspondence			

	15	Private letter and its structure			
	16	The social letter			
	17	The business letter and its types			
	18	Resume			
	19	Final test			

Очно-заочное отделение

5 семестр

№ Темы	Тематика занятия	Срок сдачи (№уч. нед.)	Самостоятельная работа (часы)	Вид самостоятельной работы	
1	Parts of Speech in English	К концу 9 недели	10	Письменные задания	
2	The Functions of parts of speech				
3	The English sentence				
4	The English Subject		7		Написание реферата
5	The English Predicate				
6	The English Predicate				
7	The English Object				
8	The English Attribute				
9	The Adverbial Modifier				
10	The Structure of Simple Sentence	К концу 19 недели		10	
11	The Structure of Complex Sentence				
12	The Phrases in English				
13	The Types of phrases and their functions				
14	The Subordinate Clauses		7	Написание реферата	
15	The Types of Subordinate clauses				
16	Conjunctions in the English Sentence				
17	Formal English. Informal English				

18	The correct use of English in different situations			
19	The correct use of English in different situations			

6 семестр

№ Темы	Тематика занятия	Срок сдачи (№уч. нед.)	Самостоятельная работа (часы)	Вид самостоятельной работы
1	The sentence structure. The types of linking: coordination and subordination	К концу 4 недели	10	Письменные задания
2	Coordination. Subordination			
3	The use of adverbial modifiers.			
4	Coherence and cohesion			
5	Graphics and orphography. Orphographic rules	К концу 8 недели	10	Письменные задания
6	Punctation			
7	Punctuation. Quotations in direct and reported speech			
8	Practice			

7 семестр

№ Темы	Тематика занятия	Срок сдачи (№уч. нед.)	Самостоятельная работа (часы)	Вид самостоятельной работы
1	The styles of narration. The rules of choice stylistically relevant words	К концу 4 недели	20	Письменные задания
2	Syntactic constructions. Practice.			
3	The English idioms. The use of idioms in writing			
4	The scientific style. The text composition			
5	The paragraph. The types of paragraph	К концу 7 недели	38	Написание реферата
6	Formal means of linking			
7	Writing of different paragraphs			

№ Темы	Тематика занятия	Срок сдачи (№уч. нед.)	Самостоятельная работа (часы)	Вид самостоятельной работы
1	The stages of making the text. The text idea and making the plan	К концу 5 недели	34	Письменные задания Эссе
2	The heading. The introduction and its functions; making the introduction			
3	Attributes, arguments, descriptions as means of narration			
4	The description of things. The description of people			
5	The main part of the text. The conclusion			
6	The types of writing. Dictation. Rendering. Composition. Essay	К концу 8 недели	22	Письменные задания Эссе Составление деловых писем
7	Business correspondence and its types			
8	Resume			

4. Задания для самостоятельной работы и критерии оценки выполненной студентами работы

Написание реферата – это более объёмный, чем сообщение, вид самостоятельной работы студента, содержащий информацию, дополняющую и развивающую основную тему, изучаемую на аудиторных занятиях (приложение 1). Ведущее место занимают темы, представляющие профессиональный интерес, несущие элемент новизны. Реферативные материалы должны представлять письменную модель первичного документа – научной работы, монографии, статьи. Реферат может включать обзор нескольких источников и служить основой для доклада на определённую тему на семинарах, конференциях.

Регламент озвучивания реферата – 7-10 мин.

Затраты времени на подготовку материала зависят от трудности сбора информации, сложности материала по теме, индивидуальных особенностей студента и определяются преподавателем. Ориентировочное время на подготовку – 4 ч, максимальное количество баллов – 5.

В качестве дополнительного задания планируется заранее и вносится в карту самостоятельной работы в начале изучения дисциплины.

Роль преподавателя: идентична роли при подготовке студентом информационного сообщения, но имеет особенности, касающиеся:

- выбора источников (разная степень сложности усвоения научных работ, статей);
- составления плана реферата (порядок изложения материала);
- формулирования основных выводов (соответствие цели);
- оформления работы (соответствие требованиям к оформлению).

Роль студента: идентична при подготовке информационного сообщения, но имеет особенности, касающиеся:

- выбора литературы (основной и дополнительной);
- изучения информации (уяснение логики материала источника, выбор основного материала, краткое изложение, формулирование выводов);
- оформления реферата согласно установленной форме.

Критерии оценки:

- актуальность темы;
- соответствие содержания теме;
- глубина проработки материала;
- грамотность и полнота использования источников;
- соответствие оформления реферата требованиям.

Написание эссе – это вид внеаудиторной самостоятельной работы студентов по написанию сочинения небольшого объёма и свободной композиции на частную тему, трактуемую субъективно и обычно неполно. Тематика эссе должна быть актуальной, затрагивающей современные проблемы области изучения дисциплины. Студент должен раскрыть не только суть проблемы, привести различные точки зрения, но и выразить собственные взгляды на неё. Этот вид работы требует от студента умения чётко выражать мысли как в письменной форме, так и посредством логических рассуждений, ясно излагать свою точку зрения.

Эссе, как правило, имеет задание, посвящённое решению одной из проблем, касающейся области учебных или научных интересов дисциплины, общее проблемное поле, на основании чего студент сам формулирует тему. При раскрытии темы он должен проявить оригинальность подхода к решению проблемы, реалистичность, полезность и значимость предложенных идей, яркость, образность, художественную оригинальность изложения.

Затраты времени на подготовку материала зависят от трудности сбора информации, сложности материала по теме, индивидуальных особенностей студента и определяются преподавателем. Ориентировочное время на подготовку – 4 ч, максимальное количество баллов – 5.

В качестве дополнительного задания планируется заранее и вносится в карту самостоятельной работы в начале изучения дисциплины. Эссе может быть представлено на практическом занятии, на конкурсе студенческих работ, научных конференциях.

Роль преподавателя:

- помочь в выборе источников по теме;
- помочь в формулировании темы, цели, выводов;
- консультировать при затруднениях.

Роль студента:

- внимательно прочитать задание и сформулировать тему не только актуальную по своему значению, но и оригинальную и интересную по содержанию;
- подобрать и изучить источники по теме, содержащуюся в них информацию;
- выбрать главное и второстепенное;
- составить план эссе;
- лаконично, но ёмко раскрыть содержание проблемы и свои подходы к её решению;
- оформить эссе и сдать в установленный срок.

Критерии оценки:

- новизна, оригинальность идеи, подхода;
- реалистичность оценки существующего положения дел;
- полезность и реалистичность предложенной идеи;
- значимость реализации данной идеи, подхода, широта охвата;
- художественная выразительность, яркость, образность изложения;

- грамотность изложения;
- эссе представлено в срок.

Написание аннотации – это вид внеаудиторной самостоятельной работы студентов по написанию краткой характеристики книги, статьи. В ней излагается основное содержание данного произведения, даются сведения о том, для какого круга читателей оно предназначено. Работа над аннотацией помогает ориентироваться в ряде источников на одну тему, а также при подготовке обзора литературы.

Студент должен перечислить основные мысли, проблемы, затронутые автором, его выводы, предложения, определить значимость текста.

Затраты времени на написание аннотации зависят от сложности аннотируемого материала, индивидуальных особенностей студента и определяются преподавателем. Ориентировочное время на подготовку – 4 ч, максимальное количество баллов – 5.

В качестве дополнительного задания написание аннотации планируется заранее и вносится в карту самостоятельной работы в начале изучения дисциплины. Аннотация может быть представлена на практическом занятии или быть проверена преподавателем.

Роль преподавателя:

- определить источник аннотирования или помочь в его выборе;
- консультировать при затруднениях.

Роль студента:

- внимательно изучить информацию;
- составить план аннотации;
- кратко отразить основное содержание аннотируемой информации;
- оформить аннотацию и сдать в установленный срок.

Критерии оценки:

- содержательность аннотации;
- точная передача основных положений первоисточника;
- соответствие оформления требованиям;
- грамотность изложения;
- аннотация сдана в срок.

Критерии оценки внеаудиторной самостоятельной работы студентов

Качество выполнения внеаудиторной самостоятельной работы студентов оценивается посредством текущего контроля самостоятельной работы студентов с использованием балльно-рейтинговой системы. Текущий контроль СРС – это форма планомерного контроля качества и объёма приобретаемых студентом компетенций в процессе изучения дисциплины, проводится на практических занятиях и во время консультаций преподавателя.

Максимальное количество баллов самостоятельной работы студента по каждому виду задания, студент получает, если:

- обстоятельно с достаточной полнотой излагает соответствующую тему;
- даёт правильные формулировки, точные определения, понятия терминов;
- может обосновать свой ответ, привести необходимые примеры;
- правильно отвечает на дополнительные вопросы преподавателя, имеющие целью выяснить степень понимания студентом данного материала.

70~89% от максимального количества баллов студент получает, если:

- неполно (не менее 70% от полного), но правильно изложено задание;
- при изложении были допущены 1-2 несущественные ошибки, которые он исправляет после замечания преподавателя;

- даёт правильные формулировки, точные определения, понятия терминов;
- может обосновать свой ответ, привести необходимые примеры;
- правильно отвечает на дополнительные вопросы преподавателя, имеющие целью выяснить степень понимания студентом данного материала.

50~69% от максимального количества баллов студент получает, если:

- неполно (не менее 50% от полного), но правильно изложено задание;
- при изложении была допущена 1 существенная ошибка;
- знает и понимает основные положения данной темы, но допускает неточности в формулировке понятий;
- излагает выполнение задания недостаточно логично и последовательно;
- затрудняется при ответах на вопросы преподавателя.
- 49% и менее от максимального количества баллов студент получает, если:
- неполно (менее 50% от полного) изложено задание;
- при изложении были допущены существенные ошибки.

В "0" баллов преподаватель вправе оценить выполненное студентом задание, если оно не удовлетворяет требованиям, установленным преподавателем к данному виду работы.

Сумма полученных баллов по всем видам заданий внеаудиторной самостоятельной работы составляет рейтинговый показатель студента. Рейтинговый показатель студента влияет на выставление итоговой оценки по результатам изучения дисциплины.

Если рейтинговый показатель студента составляет:

- максимальное количество баллов, то студент претендует на оценку "отлично";
- 70-89% от максимального количества баллов, то студент претендует на оценку "хорошо";
- 50-69% от максимального количества баллов, то студент претендует на оценку "удовлетворительно";
- 49% и менее от максимального количества баллов, то студент должен выполнить задания повторно и вновь повторить пройденный материал.

Задания для самостоятельной работы

Данный раздел определяется спецификой дисциплины «Практикум по развитию культуры письменной речи первого иностранного языка» и включает примерную тематику заданий для самостоятельной обязательной работы.

Зсеместр (очное отделение)

5 семестр (очно-заочное отделение)

Тема 1. Грамматические аспекты письменного сообщения

Задание 1

Данное задание выполняется письменно по окончании изучения темы **Грамматические аспекты письменного сообщения**. Выполнение данного задания должно занять у вас не более 10ч.

1. List in order the verbs and verb phrases in the following sentences, placing before each the number of the sentence in which it appears. After each verb, tell whether it is transitive, intransitive, or intransitive linking. You may use abbreviations: v.t., v.i., l.v. be sure to list all words in a verb phrase

The modern shopping center is a response to the migration to the suburbs that began after World War II and is continuing.

We have tens of thousands of shopping centers in this country, and many more are on the architects' drawing boards. With art galleries, theaters, concerts, and festivals, the big shopping centers are also cultural centers.

A typical center contains acres of parking space and scores of stores where one can buy almost anything.

A whole town may rapidly develop around a new shopping center, and the center then becomes the downtown area of the community.

Because most shoppers are busy people, architects design the centers for efficiency.

Parking spaces are ample, and people can move quickly from store to store.

The variety of stores interests shoppers who enjoy bargain hunting, but because most stores in a shopping center cater to people of the same income level, prices actually do not vary greatly.

Although the primary aim of shopping centers is convenience, they also provide recreation and entertainment

2. Copy the numbered, italicized words. After each word, tell what part of speech it is; then after each adjective or adverb, tell what word or word it modifies.

Lizards may be sleek, slender, and (1) *graceful*; or they may be (2) *fantastically* ugly, with grotesque (3) *horns*, spines, and frilly collars. (4) *They* have startling habits. They may snap off (5) *their* tails when they are seized. (6) *Some* may rear up and run (7) *away* on their hind legs. (8) *Certainly* there is nothing (9) *commonplace* about lizards. (10) *Warmer* portions of the earth (11) *have* the (12) *greatest* number and variety of lizards, but (13) *they* are (14) *also* found in temperate latitudes. There are about 125 (15) *different* kinds in the United States. (16) *One* of the most familiar is the little chameleon, also called anolis. (17) *It* (18) *belongs* to the iguana family, and is (19) *quite* different from the (20) *true* chameleon family of Africa. (21) *Both* families are interesting for their (22) *ability* to change color. The chameleons' (23) *large*, powerful relatives, the iguanas, (24) *dwell* in the jungles of Mexico, Central, and South America, the (25) *West Indies*, and the Galapagos Islands.

3. Write after the proper number the subject and the verb in each sentence. Underline subjects once and verbs twice. Be careful to include all parts of compound subjects and verbs, as well as all words in a verb phrase.

The cost of replacing all speed limit signs in the United States will, by itself, be enormous.

Under this system, the basic unit for measuring distance is the *meter*, equal to about *3i* feet.

Weight will be calculated under the metric system in *grams* or *kilograms* instead of ounces or pounds.

To imagine the weight of a gram, lift a paper clip.

A shopper buys milk by the *liter*, roughly equivalent to a quart.

Prefixes for these units, such as *kilo-*, *milli-*, and *centi-*, indicate an increase or decrease in size.

A kilogram, or 1000 grams, equals 2.2 pounds.

We would substitute the Celsius for the Fahrenheit scale in measuring temperature.

On the Celsius scale, zero represents the freezing point of water.

There will be, undoubtedly, many changes in everyday speech. '

No longer could you be offered an inch and take a mile.

4. List the adverb phrases in each of the following sentences. After each phrase, write the word(s) the phrase modifies.

Bill, however, practiced for only a short time and, after practicing, always went to the corner for a pizza.

If he succeeded with the right notes, he thought, his music teacher would be satisfied with him.

After their first rehearsal together, Gail's cool reaction to his interpretation was shattering to his self-respect.

Bill, the best pianist among the boys, practiced in terror for the remaining three-days.

When he spoke with us after the recital, he raved about Gail's playing and groaned over his own mistakes.

5. Number your paper 1-20. Write after the proper number the subject and the verb in each sentence. Underline subjects once and verbs twice. Be careful to include all parts of compound subjects and verbs, as well as all words in a verb phrase.

1. Your weight, according to the doctor, is 55 kilograms.

2. Should you drop sundaes from your diet or add them to it?

3. Your ability to decide depends upon your working knowledge of the metric system.

4. In 1821 John Quincy Adams proposed adoption of the metric system in the United States.

5. Most countries already employ this system of weights and measures.

6. Adoption of this system in the United States has been debated in Congress.

7. The United States Metric Board guides the proper implementation of the system.

8. The changeover will probably take many years.

9. The necessary changes and adjustments will also cost a good » deal.

10. The cost of replacing all speed limit signs in the United States will, by itself, be enormous.

6. List the adverb phrases in each of the following sentences. After each phrase, write the word(s) the phrase modifies.

1. After the concert, everyone praised Gail for her performance.

2. She had practiced at her home for hours.

3. When she was playing at her best, she became unaware of her surroundings.

4. Although she played at home with complete abandon, she was modest about her coming performance.

5. She practiced far beyond the necessary hours, knowing she would not be content with a merely mechanical

rendition.

7. On your paper, copy in order the adjective clauses in the following sentences. Before each clause, write the number of the sentence in which it appears. After each clause, write the noun or pronoun that the clause modifies. Your teacher may ask you to indicate whether the word which begins the clause is used as a subject, an object of a verb, an object of a preposition, or a modifier.

1. Black holes are stars which puzzle scientists.
2. There was a time when their existence was only a theory.
3. But during the past few decades new discoveries have been made by scientists who have become convinced of the real existence of black holes.
4. A black hole is a star which behaves very mysteriously.
5. It has collapsed to a size which is astonishingly small.
6. Therefore it possesses a density that is astonishingly great.
7. These properties give it powers which are quite peculiar.
8. There are stars which spaceships can pass by easily, and others near which special maneuvering might be required.
9. But the gravity of a black hole would probably capture anyone who entered its field, which is nearly inescapable.
10. Colliding with a black hole would be an accident that could hardly be enjoyable, and that would probably be unforgettable.

ENGLISH TEST

1. Fill the blanks using the right conditional form

If you _____ (go) out with your friends tonight, I _____ (watch) the football match on TV.

I _____ (earn) a lot of money if I _____ (get) that job.

If she _____ (hurry / not), we _____ (miss) the bus.

If he _____ (try) harder, he _____ (reach) his goals.

I _____ (buy) these shoes if they _____ (fit).

It _____ (surprise / not) me if he _____ (know / not) the answer.

If we _____ (listen) to the radio, we _____ (hear) the news.

If you _____ (switch) on the lights, you _____ (fall / not) over the chair.

She _____ (come) to our party if she _____ (be / not) on holiday.

2. Fill the blanks with the right modal verb

* _____ you hold your breath for more than a minute?

* Jenny's engagement ring is enormous! It _____ have cost a fortune.

* Please water my plants while I am gone. If they don't get enough water, they _____ die.

* You look tired. You _____ go to bed now.

* This is a non-smoking area. I'm sorry, but you _____ put out your cigarette.

* I really want to learn German; I _____ study a lot.

* _____ you lend me a piece of paper and a pen, sir?

3. Nowadays, some people spend much time on Internet and social networks such as Facebook and Twitter.

What are the positive and negative effects of this phenomenon? Explain.

Задание 2

Тема 2. Грамматико-лексические особенности построения высказывания на английском языке

Выполнение данного задания должно занять у вас не более 10 ч.

1. On your paper, copy in order the adjective clauses in the following sentences. Before each clause, write the number of the sentence in which it appears. After each clause, write the noun or pronoun that the clause modifies. Your teacher may ask you to indicate whether the word which begins the clause is used as a subject, an object of a verb, an object of a preposition, or a modifier.

Black holes are stars which puzzle scientists.

There was a time when their existence was only a theory.

But during the past few decades new discoveries have been made by scientists who have become convinced of the real existence of black holes.

A black hole is a star which behaves very mysteriously.

It has collapsed to a size which is astonishingly small.

They are studying reports of meteors which seem to have suddenly vanished from sight.

A black hole, which is smaller and denser than anything known, can absorb or capture in orbit whatever material is attracted to it.

A scientist who became attracted in this way to a black hole would be a scientist who could not be questioned afterward.

The riddle of the existence of black holes, which remains un answered, is a mystery that may never be fully solved.

2. Write after the proper number on your paper the subject in each sentence. After it, write the one of the two

verbs in parentheses which agrees in number with the subject.

1. Each of the pictures (was, were) in a silver frame.
2. One of my friends (play, plays) the violin.
3. Some of these rare books (has, have) leather covers.
4. None of the people in the theater audience (was, were) pleased with the film.
5. Every one of these trousers (is, are) too small.
6. A few in my group (was, were) asked to help out.
7. The lack of funds (present, presents) a problem.

3. Find the mistakes and correct them if it's necessary

1. Each of the students are responsible for one lesson.
2. The goal of their efforts were to raise 1 million dollars.
3. Neither of the stories were good enough to publish.
4. Every one of the stations was out of gasoline.
5. Some of the crops have been ruined by frost.
6. The height of the office buildings are unusually great.
7. One of the club members has not yet voted.
8. All of the mines has been closed.
9. The desire for property and great riches ruin many lives.
10. The vessel, with its entire crew and cargo, were lost.
11. One of the oldest foods in the world is cheese.
12. The extent of its uses have yet to be exhausted.
13. One of the more striking types is Roquefort cheese.
14. The milk of sheep are used for Roquefort cheese.
15. Cottage cheese and cream cheese ranks high among these kinds.

4. In the sentences calling for (1st person pron.), use the appropriate one of the following: I, we, me, us.

Did you tell the superintendent or ms. Marshal?

Carla and Dave I would never doubt.

Leave (1st person pron.) girls alone for a while.

Did you see Lois and Andy today?

The coach chose Joan and carmen and me.

5. Write the correct form in each sentence.

1. Who told sue and (she, her)?
2. Have you and (she, her) had an argument?
3. That was probably Steve and (they, them).
4. Mr. Thompson said that (we, us) girls were late.
5. Tell the principal and (he, him) what you did.
6. We know it was (she, her).
7. Ray and (I, me) don't need advice.
8. Our callers were probably (they, them).
9. I'll send you and (he, him) by different routes.
10. That must be (he, him).
11. I will ask Carter and (he, him).
12. They thought it was (she, her).
13. It might have been (they, them).
14. You can count on (we, us) students.
15. Neither you nor (I, me) was right.

6. Choose who or whom.

1. If I had known (who, whom) she was, I would have been ore cordial.
2. Everybody (who, whom) received an invitation sent a reply.
3. The club members (who, whom) have paid their dues are qualified to vote.
4. The poets (who, whom) the reading public takes to its heart are not always great poets.
5. Many women (who, whom) are on strike would prefer to be working.
6. She is one of those students (who, whom) I believe, would make the most of an opportunity to study abroad.

7. You may tell anyone (who, whom) you think is interested that our fight has just begun.
8. The reporters must rely for information on certain persons (who, whom) they know well.
9. The coach's reply to the grandstand strategists (who, whom) were criticizing him was an undefeated season.
10. Ralph Bunche was a man (who, whom) many people respected.

7. Each of the following brief passages is written, as indicated, in a kind of English typical of certain circumstances. Rewrite each of the passages in English suited to the circumstances specified

1. *Nonstandard English used in an oral summary of an article. Rewrite in standard informal English.*

The President finally got his dander up and told them Russians to get their stuff out of Cuba fast or else! He said the Navy would search ships headed for Cuba and if they didn't stop they'd be sorry.

2. *A student reports to her friends in the lunchroom a conversation she has had with the school principal. Rewrite in language she would use if reporting the same conversation to her class.*

Yeah, old Sherlock Holmes told me that any kids caught sneaking out of assembly would get kicked out of school.

3. *Nonstandard English used in relating an incident. Rewrite in standard informal English.*

When Mom and me come home, we seen right away they'd been somebody messing around with the car.

4. *The mayor talking informally to the City Commission. Rewrite in the kind of English the mayor would use in making the same explanation to an audience of citizens.*

In a couple of weeks you'll all receive the report recommending a new high school. You can bet that there'll be plenty of moaning from those people up on the Hill.

8. Write after the proper number on your paper the subject in each sentence. After it, write the one of the two verbs in parentheses which agrees in number with the subject.

1. Each of the pictures (was, were) in a silver frame.
2. One of my friends (play, plays) the tuba.
3. All of our belongings (is, are) still unpacked.
4. Some of these rare books (has, have) leather covers.
5. None of the people in the theater audience (was, were) pleased with the film.
6. Every one of these jeans (is, are) too small.
7. A few in my class (was, were) asked to help out.
8. The lack of funds (present, presents) a problem.
9. Everybody living in Lewis Heights (go, goes) to George Washington Carver High School.
10. A band with two trumpet players and thirty-five clarinetists (sound, sounds) terrible.

Задание 3

Примерные темы рефератов

1. Главные члены английского предложения
2. Второстепенные члены английского предложения

Примерные темы рефератов

1. Система английского глагола
2. Сложное предложение в английском языке и его типы

6 семестр (очно-заочное отделение)

Задание 4

Тема 3. Структура предложения

Выполнение данного задания должно занять у вас ориентировочно 10 ч.

1. Correct by an appositive

Mr. Miller is the custodian of our building, and he came to this country only three years ago.

The new ruler is a woman of great experience in government, and she should be able to reconcile the factions in the country.

Her new book is a volume of poetry, and it received very favorable reviews.

2. The following sentences may be confusing on first reading because of a misplaced phrase or clause. Improve the sentences by placing modifiers near the word they modify. You may find that placing an adverbial modifier first often improves the sentence.

The company is now running a late bus for skiers leaving at 6:15.

One of our observers sighted a plane through binocular! that she could not identify.

The minister announced that next Sunday's sermon would be an explanation of the nature of sin, in which he hoped the congregation would take great interest.

The causeway has a drawbridge to permit the passage of fishing boats from which all fishing is prohibited.

3. Correct the parallelism in each of the following sentences by inserting the words that have been omitted.

People have been more interested in reading the book than the movie version.

The view from the World Trade Center is even more spectacular than the Empire State Building.

The rate of interest paid by the Amalgamated Bank is higher than the Security Bank.

Radio reception on the top floor is usually clearer than the ground floor.

The strength in my left hand is greater than my right hand.

Some birds like to eat fruit as much as insects.

4. The sentences are awkward because of unnecessary shifts in the subject and in the verb. Revise the sentences to eliminate these shifts.

A senior must not only pass his courses and graduate, but also plans for your future must be made before the year is over.

My brother frequently procrastinates, and a tendency toward laziness is occasionally shown.

My father has some amusing peculiarities which are not recognized by him.

The union's demands were unacceptable even though some concessions were contained in them.

If a teacher wants to be liked, you must treat students impartially

5. The following exercise contains sentence fragments and run-on sentences. Explain the errors.

1. I have never known anyone who was a better worker than Paula. Who always did her homework in half the time I took, she usually had it done twice as well, too.

2. Concentration was the secret of her success. Although she undoubtedly had a keen mind.

3. I asked Paula to help me with my math once. When I was particularly desperate, I hadn't been getting good grades for several weeks.

4. She could do the problems easily, and she could explain them to me. So that I could understand them, anyway, I didn't ask her again.

5. Everyone was asking me about Stacey. Where she was and what she was doing, wild rumors had been circulating.

6. The city's water supply has been threatened. Very little rain or snow having fallen during the past weeks.

7. I learned to like poetry when I read Kipling, his poems appealed to me. Because of their strong rhythm and their rhyme.

8. Some teenagers spend an allowance foolishly, they don't know the value of money. Until they have to work for it.

9. Audiences appeared to enjoy the play, the reviews in the papers, however, were unfavourable.

10. A back-to-schol night for parents convinces the taxpayers of the inadequacy of our building, consequently the bond issue for a new building was passed by a large vote. When it was presented later in the year.

6. Fill in the correct relative pronoun. Then write S for subject and O for object. Finally state if the relatives can be omitted or not in the box provided.

1. Did you see the man *who*, ... stole her bag?

2. The eggs you've bought are bad.

3. Please give me the keys are on the table.

4. Is that the man we saw in the park yesterday?

5. What's the name of the lady.. babysits for you?

6. Tom is playing with the dog lives next door.

7. Have you eaten all the cakes I made yesterday?

8. How old is the man owns this shop?
9. Have you met the man Jackie is going to marry?
10. Let's all look at the picture is on page 7.

7. Join the sentences using who, when, where, which or whose.

1. She's the girl. She works in the library..... *She's the girl who works in the library.*
2. Corfu is an island. It has many beautiful beaches.....
3. Here's the alarm clock. I bought it yesterday.
4. I've spoken to John. His house was burgled last Monday.
5. That's the lady. Her jewellery was stolen.....
6. That is the radio. I won it in the competition.....
7. John is the man. His house was destroyed by the fire.
8. There is the hospital. I was born there.
9. That was the summer. I met my wife then.
10. That is Fiona Webb. She is a famous dancer.

8. Defining / Non-defining relative clauses

A defining relative clause gives necessary information and is essential to the meaning of the main sentence. The clause is not put in commas. Who, which and that can be omitted when they are the object of the relative clause.

This is the book (**which**) **my friend wrote**. People **who smoke** damage their health.

A non-defining relative clause gives extra information and it is not essential to the meaning of the main sentence. In non-defining relative clauses the relative pronouns cannot be omitted. That cannot replace who or which. The clause is put in commas.

Mr Brown, **who lives next door**, went to Australia last week.

9. Fill in the relative pronoun. Put commas where necessary. Write D for defining, ND for non-defining and if the relative can be omitted or not.

1. Mr. Brown, who teaches us French, comes from London.
2. The girl.....I met on the bus looks just like my sister.
3. Peter Smith.....had an accident is in hospital.
4. The apples....grow on these trees are delicious.
5. This apple pie....I made yesterday tastes great.
6. The film....I saw on TV last night was very sad.
7. My friend Alex....is a doctor works very long hours.
8. The sports centre.....we play tennis is very expensive.
9. The summer....I went to Spain I got really sunburnt.
10. Simon....mother is a vegetarian doesn't eat meat.

Задание 5

Тема 4. Графика, орфография, пунктуация

Выполнение данного задания должно занять у вас не более 5 ч.

1. Improve each of the following by capitalising where necessary:

1. all who view the canyon marvel at the extraordinary rock formations, many of which have impressive names like thor temple, dragon head, and cheops pyramid.
2. according to one report, the canyon received its present name from major john wesley powell, who in 1869 was the first to travel through the canyon by boat, a brave man, he had lost part of an arm in the civil war.
3. he began the journey in Wyoming with nine companions and four boats; he ended the journey three months later at the virgin river near lake mead with only three boats and six men.
4. modern tourists have an easier time, hiking along well-marked trails or riding in automobiles to scenic spots like powell memorial and hopi point.
5. like the other national parks in the united states, grand canyon national park is maintained by the national park service of the u.s. department of the interior.
6. to protect the canyon from commercial development, president theodore roosevelt declared it a national monument in 1908; then, in 1919 the congress of the united states proclaimed it a national park.
7. today the park attracts visitors from all of the fifty states as well as from countries far and near, including japan, south korea, france, and canada; the tourists prefer to arrive in July and august.
8. all who view the canyon marvel at the extraordinary rock formations, many of which have impressive names like thor temple, dragon head, and cheops pyramid.
9. according to one report, the canyon received its present name from major john wesley powell, who in 1869 was the first to travel through the canyon by boat, a brave man, he had lost part of an arm in the civil war.

2. Put punctuation marks as needed in the following. Each example forms one sentence

1. the safe which had been broken into stood against one side of the room against the other a second safe seemed intact but mr browns assistant miss murray who looked very drawn and anxious was busy checking its contents
2. although we had been given very inadequate directions we found alberts house in a narrow street of st james square maria rang the doorbell maurice watched the back and I sat in the car with the engine purring under the shining bonnet
3. the clothes which had been left near the rocks consisted of a blood stained and tattered old shirt a pair of grey torn greasy overalls trousers which I thought I recognized as being the counts and finally half buried in the sand two sandals which did not make a pair one being perhaps size 8 and the other at least a 12
4. the way to the house lay through a clearing there seemed no one about we cautiously crept forward barely were we in the middle when a cry stopped us in our tracks

Задание 6

Выполнение данного задания должно занять у вас не более 1.ч.

Dictation to work in pairs

A

The United Kingdom, also called the U.K., consists _____
 _____ It is a unique country made up of four nations:
 _____. England, Wales, and Scotland also make up

Britain's system of government has developed _____
 _____ with advice from a council of religious leaders and nobles. This
 council _____.

Today, the monarch (which can be a king or queen) has no real power.

The United Kingdom _____
 _____. In the 19th century, British industry helped make the
 _____ one of the strongest
 economies on Earth.

_____ Celts, Romans,
 Anglo-Saxons, Vikings, and Normans. _____
 _____ Asia came to the United Kingdom to work.

Sports and literature _____
 _____. Soccer, rugby, cricket, boxing,
 _____. And the U.K. has produced many great writers, including
 _____, the
 writer of the Harry Potter books, is British.

B

_____ of a group of islands off the northwest coast of
 Europe. _____: England, Wales, Scotland, and Northern Ireland.
 _____ Great Britain. The capital city is
 London.

_____ over many centuries. Kings once ruled
 _____ eventually expanded into the
 Parliament, which now passes all the country's laws. _____

_____ has been a leading trading nation for more than 500 years
 _____ country the most
 powerful nation in the world. It is still _____.

The British are the creation of waves of invaders and migrants, including
 _____. In the 1950s and 1960s, people from
 former colonies in the Caribbean, Africa, and

_____ are among the United Kingdom's cultural claims to fame.
 _____ and golf were all invented in Britain.

Задание 7

Примерные темы рефератов

1. Использование относительных местоимений в английском предложении
2. Орфография в английском языке
3. Пунктуация в английском языке

5(7) семестр

Задание 5

Тема 5. Лексико-стилистические проблемы при обучении письменной речи

Задание 8

Примерные темы рефератов

Стили изложения содержания в английском языке.
Правила выбора стилистически релевантного слова и синтаксической конструкции в английском тексте.

Идиоматика в письменном тексте на английском языке.

Лексика научного стиля.

Задание 9

Тема 6. Некоторые методы и приемы организации письменной речи

Выполнение данного задания должно занять у вас не более 8 ак.ч.

1. In the following paragraph fill in the blank choosing the appropriate connecting word or words from the list below

for instance therefore however moreover
another second in this way

The most positive thing I have done since I started university is to get involved with cyberspace. First of all, I have learned to use the Internet as an adjunct to my classes. My Chemistry 2A professor, _____, has a Web site where he posts homework solutions, midterm examples and lecture notes. Each day I visit the site to compare my class notes with his to make sure they are accurate. _____, for biology, I can do a step-by-step dissection of a frog, all online and interactive. However, teaching sites on the Web are not confined to the sciences, as I have heard about a "dynamite" Web site for Chinese 1, where it is possible to walk on the great Wall. The _____ reason why learning to use cyberspace is so important is using e-mail. When I arrived at school, I eagerly set up my e-mail account and started contacting my friends on campus and back home. _____, I soon found that e-mail is more than simply entertainment, for I can use it to contact my professors. For example, my macroeconomics professor has open office hours from 7:00 to 9:00 PM Thursdays on the net, where we can talk on line with her. Many professors also send our assignments via e-mail. In spite of these advantages, it is important not to become an Internet freak. To avoid this problem, I am confining my use of the Internet to academics during the week. On the weekends, I can catch up with my friends via e-mail and surf net for new and interesting sites. _____, I will use the Internet positively.

2. Fill in: who, whose, which, where

My scholl, 1)...which...is called King Edward's , has about 2,000 students. My favourite teacher, 2)....is called MrBrown, teachers sports. The sports centre, 3)....I play basketball and tennis, is the largest in the area. I walk to school every day with my friend Mike, 4)....., father teaches me History.

3. Fill in the correct relative pronoun. Then write S for subject and O for object. Finally state if the relatives can be omitted or not in the box provided.

1. Did you see the man *who*, ... stole her bag?

2. The eggs you've bought are bad.

3. Please give me the keys are on the table.
4. Is that the man we saw in the park yesterday?
5. What's the name of the lady.. babysits for you?
6. Tom is playing with the dog .. lives next door.
7. Have you eaten all the cakes ... I made yesterday?
8. How old is the man owns this shop?
9. Have you met the man Jackie is going to marry?
10. Let's all look at the picture is on page 7.

4. Join the sentences using who, when, where, which or whose.

1. She's the girl. She works in the library..... *She's the girl who works in the library.*
2. Corfu is an island. It has many beautiful beaches.....
3. Here's the alarm clock. I bought it yesterday.
4. I've spoken to John. His house was burgled last Monday.
5. That's the lady. Her jewellery was stolen.....
6. That is the radio. I won it in the competition.....
7. John is the man. His house was destroyed by the fire.
8. There is the hospital. I was born there.
9. That was the summer. I met my wife then.
10. That is Fiona Webb. She is a famous dancer.

5. Defining / Non-defining relative clauses

A defining relative clause gives necessary information and is essential to the meaning of the main sentence. The clause is not put in commas. Who, which and that can be omitted when they are the object of the relative clause.

This is the book (**which**) **my friend wrote**. People **who smoke** damage their health.

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Mr Brown, **who lives next door**, went to Australia last week.

6. Spot the mistakes and correct them.

The town 1) which I was born has changed greatly over the last fifty years. Now there is a modern shopping centre in the place 2) that my school used to be and all the children 3) whose went there have grown up and moved away. The local cinema, 4) that was built several years ago, used to be a dance hall 5) which big bands played. The park, 6) where was my favourite place as a child, is now a car park. Some things are still the same though. Mrs Jones, 7) whom is now seventy years old, still lives in the High Street and Mr Jones still owns the baker's shop, 8) that his two sons now work instead of him. The hospital 9) where I was born in is still standing, although it is now much bigger than it was at the time 10) which I was born. On the day 11) which my family and I left out home town we were all very sad.

Задание 10

Выполнение данного задания должно занять у вас не более 2 ч.

Holiday Story

Who was the woman?

Where did she go on holiday? Who did she go with?

How did she go on holiday?

Where did she stay?

What did she do on holiday?

Did she enjoy the holiday? Why?

Give an example to support your idea (7)

Conclusion

In conclusion (8)

Summary of main point (9)

Recommendation (10)

The Best things about Bangkok

(1) I live in Bangkok and love living here. (2) There are many great things about living in Bangkok, these include the wide availability of different types of food, the hot weather and the friendly people.

(3) Firstly, (4) there is so much food to choose from in Bangkok that deciding what to eat never gets boring. (5) This is because people from many countries live here. (6) However, the most popular food is Thai food because the majority of people here are Thai. (7) For example, there are street sellers, restaurants and food courts all over the city providing delicious food at all times of the day and night!

(3) Second, (4) the weather in Bangkok is always hot, which I like very much. (6) Yet, sometimes it can be too hot!

(6) In addition, the great weather means that I can wear my sunglasses all the time, which is something I could never do in England, (6) subsequently my skin is darker than it used to be! (7) For example, when I meet my friends from England they always say that my skin looks so brown now!

(3) Finally, (4) the people in Bangkok make it great to live here! (5) This is because Thai people are very friendly and kind. (6) In addition, they are very helpful and polite and make lots of effort to speak English to me (6), but sometimes they cannot speak English very well. (6) Moreover, Thai people like to have fun all the time. (7) For example, during the Thai new year festival everybody parties on the street for three days – it's great!

(8) In conclusion,

In conclusion, (9) Bangkok is a great city to live in and I am very happy here. (6) However, (10) the city could be improved if the traffic and pollution were not so bad!

4. Fill in the blanks with the necessary words to complete the letters

a) To pay your delinquent account?

your street

city, state, zip)

(date)

(name

street

city, state, zip)

Dear ____ (name):

How can we try to persuade you to pay your delinquent account? We have tried many suggestions for extending the payment period, for making the monthly payments smaller, for getting help from lenders, and for at least discussing this matter with us.

Now we have exhausted our own resources. We have to seek help from outside our own company. We have consulted with our attorney and he told us that we have several avenues available to us for collecting our money.

We are very uncomfortable with the thought of going to court and, therefore, have decided to extend your credit for ____ (amount of time) – ____ (number of days).

To avoid legal action, we must have your check for ____ (amount of money) on or before ____, 20__ (date).

Sincerely,

(name)

(title)

b) After proposal letter

Dear ____ (name):

I am taking the liberty of writing you this letter instead of interrupting you by phone.

Last week I mailed you a brief proposal. Now I am wondering if it suits your company's needs.

We wish to do business with you and would appreciate it if you would let us know as soon as possible if we fit into your plans.

Cordially yours,

(name)

Formal & Informal Letter
General format and structure

Dear person I am writing to:

This sentence describes the purpose or objective of the letter or email, with reference to specific details of the proposed situation. Add one more sentence if needed, only if the proposed questions is too long.

This paragraph describes in more detail what is needed and it answers the proposed situation. Add any information that the other person might find useful, separating in more than one paragraph if necessary. Be creative but realistic; be straightforward and only use relevant information.

If a description paragraph was used, say why you should be considered for the position/why your opinion is important. In addition, you can add any requests or questions you may have. It serves as a conclusion, wrapping up all the information previously described.

This sentence is just a platitude or cliché, usually thanking them for their time, and politely requesting an answer by “looking forward” to it.

Closing salutation,

Your name (not a signature)

- This format can be adapted to all types of letters (formal or informal) and all types of situations. For that, you will have to change the type of language, not the structure.
- Do not forget to use all the grammar you know, and specific vocabulary.
- Do not forget to use linkers and connectors (usually 1 per long sentence).

Salutation phrases:

Formal	Neutral	Informal
--------	---------	----------

Commonly used sentences/phrases for 1st paragraph:

Formal	Neutral	Informal
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Commonly used sentences/phrases for content paragraphs (2nd and 3rd):

Formal	Neutral	Informal
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Commonly used sentences/phrases for conclusion paragraph:

Рекомендуемая литература

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2. Баранова Л.Л. Онтология английской письменной речи [Текст].- 2-е изд., доп. и перераб.- М.: Изд-во ПСТГУ, 2009
- 3.Клюкина Ю.В. Курс английского языка (A course of English) [Электронный ресурс]: учебное пособие для студентов всех специальностей и направлений подготовки/ Ю.В. Клюкина, А.А. Шиповская— Электрон. текстовые данные.— Тамбов: Тамбовский государственный технический университет, ЭБС АСВ, 2015.— 174 с.— Режим доступа: <http://www.iprbookshop.ru/64105.html>.— ЭБС «IPRbooks» по паролю
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- 6.Develop Your Skills (Развиваем навыки и умения в английском языке). Часть II. Уроки 14–20 [Электронный ресурс]: учебное пособие по практике устной и письменной речи для студентов 1-го курса/ К.М. Баранова [и др.].— Электрон. текстовые данные.— М.: Московский городской педагогический университет, 2012.— 170 с.— Режим доступа: <http://www.iprbookshop.ru/26427.html>.— ЭБС «IPRbooks» по паролю

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1. Ионина А.А. Английская грамматика. Теория и практика: учебник [Текст]/ А.А. Ионина, А.С. Саакян.- М.: Проспект, 2011
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5. GRAMMARS [Электронный ресурс] Издательство Springer Science+Business Media B.V., Formerly Kluwer Academic Publishers B.V. – Режим доступа: <http://elibrary.ru/contents.asp?titleid=1304> лиценз.

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